



Designing a Multicultural Literature Unit for Gifted Learners

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Although students of color continue to be underrepresented in gifted programs, teachers in diverse communities are serving increasing numbers of gifted students from culturally and linguistically diverse (CLD) backgrounds. Gifted African American students report that school is more engaging and motivating when they learn about their own and others' cultures (Ford & Harris, 1999). Teachers viewed as effective

by CLD gifted students use multicultural curriculum and discuss social issues, such as racism and prejudice, convey respect, and hold high expectations (Harmon, 2002). In our own work (Kitano & Pedersen, 2002), we found that teachers of the gifted who use multicultural curriculum observe benefits to diverse students. Studies also indicate that exposure in the curriculum to different racial and ethnic groups' cultures and experiences

help all students—including White students—better understand others' perspectives. Moreover, multicultural curriculum increases students' comfort in working with peers from diverse racial and ethnic backgrounds (Kurlaender & Yun, 2001).

In light of the literature, teachers of the gifted express interest in understanding how to better meet the needs of CLD students through a multicultural curriculum. The task

can be challenging to teachers of any ethnic background who are uncomfortable talking about race and who are concerned about the reaction of students and their families. This article describes how one such teacher (the first author, Katie) applied a developmental approach to designing and implementing a multicultural literature unit for gifted primary-age students. The model can be used to design units for other grade levels.

A Developmental Model

Expanding from Banks and Banks' (2004) definition, multicultural education is education designed to create equal opportunities for students from diverse backgrounds based on ethnicity, culture, language, economic status, and ability/disability. One goal is to enable all students to acquire the knowledge, skills, and values critical to supporting a democratic society and being successful within it. As part of this goal, we include understanding and valuing self, evaluating and synthesizing multiple perspectives, appreciating diversity, critically analyzing social issues, helping to improve society, and recognizing and developing moral courage.

Low-income and culturally diverse children and youth may be most at risk for encountering adversity in their lives and also may possess a greater range and flexibility in coping strategies that can be shared with others (Kitano & Lewis, 2005). Given the importance of optimism and self-efficacy to student success, we added to the above list the goal of acquiring a repertoire of effective coping strategies. We wanted to ensure that the overall theme was one of becoming victorious rather than feeling victimized.

All students, but especially primary-age students, require developmentally appropriate curriculum. The first step in designing a multicultural literature unit was to select appropriate goals and objectives. To support consistency with children's typical development of multicultural concepts, the second author synthesized multicultural goals from a multicultural education perspective (Banks, 1995) and literature on development of resilience (Kitano & Lewis, 2005) and sequenced these within Quintana's (1998) levels of development of multicultural concepts. The resulting matrix (see Figure 1) identifies multicultural affective, knowledge, and skill concepts, as well as coping strategies consistent with various age levels. With gifted learners' earlier transitioning to higher levels of cognition, we assumed in designing the unit that challenging multicultural curriculum for gifted learners would incorporate higher level concepts than expected by chronological age level. It is not unusual for a child to display understandings at several different levels. The goal is to raise children's understandings to the next level.

Assessment

The model helped us consider age-appropriate expectations for children's acquisition of multicultural concepts. We also needed to assess Katie's students' current understandings in order to identify objectives appropriate for them. We developed an informal survey consisting of 26 items tied to the model's multicultural goals (see Appendix A). Students responded to each item using a 4-point Likert-type scale. We piloted the survey with her third grade students in Fall 2004 and revised

ambiguous items. When Katie was reassigned to a second/third grade combination class, she administered the revised survey to the new group in the spring. She reviewed children's responses globally to determine which multicultural goals would guide unit development. We calculated a total score for each child by reverse scoring negatively worded items and summing the responses.

Students

Of the 21 students enrolled in the second/third grade combination class, we received parent permission to report data on 20. The 20 students were equally balanced by gender; 14 were second graders and 6 were third graders; 14 (8 second graders and the 6 third graders) were identified by the district as gifted (having scored at the minimum 98th percentile on the Raven Progressive Matrices test). Ethnicities included White (7), Portuguese (2), Latino (7), African American (3), and Asian American (1). Of the 14 identified as gifted, 4 were White, 1 Portuguese, 5 Latino, 3 African American, and 1 Asian.

Unit Design

Goals

For young children, an appropriate medium for initial exposure to and development of multicultural knowledge, skills, and values is literature—making connections between their own lives and those of characters both real and fictional. Based on children's responses to the survey, Katie selected the following as goals for the unit: encouraging growth in perspective taking, awareness of social issues and moral courage, and thinking about coping strategies.

Ages	Affective	Knowledge	Skills	Coping Strategies
Preschool	Understand who I am and how I view the world.	Concept: gender, color, ethnicity, race, and national origin.	Apply concepts to self. Empathy: How do others feel and think?	Pride in heritage and sense of self; elicit positive attention from adults; ask for help.
6–10	Desire to understand who others are and how they might view the world. Reflect on own biases. Appreciate similarities; build ethnic pride.	Cultures, histories, traditions, and contributions. Current status: Has time produced change? Ancestry Coping and optimism	Perspective-taking: How do diverse perspectives contribute? Analyze impact of diverse histories, and traditions on world view. Similarities and differences.	Connectivity and interpersonal skills; reach out to others; make good choices about friends, consider others' views and help others; identify own and others' positive coping strategies.
10–14	Recognize and appreciate differences (vs. emphasizing similarities and ignoring differences).	Broader truth encompassing multiple perspectives. Social realities associated with ethnicity: prejudice, discrimination class, and distribution of resources.	How do we make sense of conflicting views? Balance and evaluate multiple perspectives; analyze conflict.	Independence and responsibility; make decisions; learn from successes and failures; develop passions; concentrate on school work; begin to problem solve and reappraise challenges.
Adolescence	Consciously (habitually) shift frame of reference to understand other's view. Develop and express healthy ethnic identity.	Historical inequities and current realities. Patterns and themes.	Identify explicit and implicit rules and structures that allow, support, or perpetuate discrimination. How can institution-supported discrimination occur in a democracy?	Problem solving; reframing; evaluating stressors and solutions; consider alternatives and consequence; plan coping; bicultural competence; healthy ethnic identity.
Adult	Possess moral courage; sense of social justice.	Evaluating what knowledge is included and omitted; how race, class, gender, etc. influence construction of knowledge in a discipline. How individuals can change society.	Skills for improving society. Analyze implicit cultural assumptions, frames of references, and biases within the discipline.	Flexibly use positive and effective coping strategies; self-efficacy.

Figure 1. Some goals for multicultural gifted education

Integration With District Framework

The district and school prescribed attention to “essential questions” at each grade level as guides to student thinking about literature. For grades 2 and 3, questions seek to enhance children’s understanding of the actions and reactions of fictional characters as a foundation for discussion and other activities. We integrated the multicultural goals with the district’s framework by developing the following essential questions:

1. In what ways does the author allude to or demonstrate ethnic pride? How does the character’s culture or heritage influence the plot?
2. How does the author depict human differences? What is the author’s message about human differences?
3. Who is telling the story, and is there more than one point of view? If so, how will we evaluate and reconcile each perspective? Can more than one perspective be accurate? Is the truth just one perspective or a combination?
4. What is the main conflict or dilemma? How does the character cope with or respond to the conflict? Why was the strategy effective or ineffective? Why didn’t the characters all use the same coping strategy? What generalizations can you draw about coping strategies?
5. How does the setting illuminate the social issues? How will understanding what the characters say and do in the literature help me understand the social issues of the time period? How have these issues changed over time? Can an individual help resolve a social issue?
6. In what way do the details about the people and their experiences demonstrate moral courage?

Essential questions serve as launching points and may change as the unit evolves to meet children’s needs. We selected literature that would encourage rich discussions of the essential questions. Discussions were planned that would elicit responses to the text itself, as well as application to students’ own lives. Additional activities included journal entries, essays, graphic organizers, timelines, and Socratic discussions.

Orientation Activities

Katie designed pre-unit activities that would orient children to the unit by encouraging thinking about their own origins and cultures. To create a sense of community within the classroom, students were asked to think about their families’ country of origin. Katie explained that each would be responsible for a “Who Am I?” bag. They would place a few artifacts unique to their own culture or heritage in a brown paper bag that they could decorate as they chose. A take-home parent letter requested assistance and support. Meanwhile, children made small paper flags representing their culture(s) and affixed them to a large world map pinned to a bulletin board. Conversations took place about the class’ diversity, and students discussed the patterns that developed on the map. As the “Who Am I?” bags came in, students stood in front of the class and shared about themselves.

The class then began a study of tales around the world focused on Cinderella stories, addressing state standards on literature. Many cultures have their own versions of the Cinderella fable, and these interna-

tional stories provided the opportunity for students to begin thinking about characters in literature and the influence of culture on characterization, plot, setting, and theme. Children could readily identify the commonalities of Cinderella stories and compare settings. Katie selected Cinderella stories reflecting the children’s cultures and added a few others. Students drew a map of each country represented and developed a character analysis for each Cinderella. They compared and contrasted models, examined cause and effect relationships within the stories, and identified the general elements of a story. The Cinderella activities provided students with background concerning how stories were written and encouraged critical thinking while reading.

Unit Activities

The orientation experiences were designed to prepare students for understanding literature incorporating multicultural themes. Still, Katie expressed uncertainty about how 7- to 9-year-old, primarily gifted children would respond to the level of work and thinking she was requesting of them.

The books she chose for the multicultural literature unit were for the most part already available in her classroom. While reading the books to determine which would best serve each theme, she discovered that most of the stories fit multiple categories, creating greater flexibility: “I had greater freedom to choose books that really touched my heart and that I felt would also move my students.” In preparation for the unit, Katie created several charts to guide thinking and discussion. Figure 2 provides an example of the main chart completed

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by the whole class as each book was read and discussed.

The essential questions guiding the lessons (listed above) were created to challenge students to think beyond the concrete and to wonder about other possibilities. Grappling with moral and ethical dilemmas was important if students were to gain new understanding about the world and its people. Katie wanted them to

feel empowered like the characters in the literature selected, to perceive the value of multiple perspectives, and to understand that there are many ways to cope with seemingly insurmountable problems. She wanted them to be able to take a character's feelings and actions from the literary world and apply it to their own.

Appendix B lists the readings and summarizes activities for each of the

unit's three themes (coping, multiple perspectives, and moral courage/social issues) and goals. Examples of student responses are also provided. Katie presented each story in a read-aloud format, stopping for brief discussions along the way. Prior to beginning a story, students knew the theme and what to be thinking about as the story was read. After each story, children typically added to the cocreated

Book Title	Coping Strategies		Multiple Perspectives				Moral Courage and Social Issues			
	Dilemma	Coping Strategies	Setting	Dilemma	Character 1	Character 2	Setting	Dilemma	Behavior	Change
<i>The Boy on Fairfield Street</i>										
<i>A Picture Book of Jackie Robinson</i>										
<i>Wilma Unlimited</i>										
<i>The Bracelet</i>										
<i>El Chino</i>										
<i>Going Home</i>										
<i>Smoky Night</i>										
<i>Abuela's Weave</i>										
<i>Teammates</i>										
<i>The Royal Bee</i>										
<i>The Yellow Star</i>										
<i>If I Only Had A Horn</i>										
<i>Sybil Ludington's Midnight Ride</i>										
<i>Secret Signs</i>										
<i>White Socks Only</i>										

Figure 2. Multicultural literature chart

charts. Throughout the entire unit, students were given the opportunity to discuss the books in partnerships or in the whole group. Twice, students participated in Socratic discussions whereby open-ended questions were posed by both teacher and students to foster deeper levels of discussion. The students eagerly engaged in what they perceived as “grown-up” discussions.

Katie chose to examine coping strategies first as a foundation for the more abstract ideas of moral courage and ethical and social issues. The students easily engaged in discussing coping strategies. A boy shared that he had used a coping strategy during recess. When asked to explain, he replied, “I walked away instead of hitting like I usually do!” He was proud that he had made an appropriate decision. The discussions seemed to have encouraged experimentation with new strategies.

Of the three themes chosen for the unit, Katie found the children’s consideration of multiple perspectives most challenging. She notes: “It would have been more successful if I had spent more time on multiple viewpoints prior to this study. Students needed more experience. They could understand the different points of view, but few could see the connection between these perspectives and how they affected the outcome.” Children seemed best able to make connections about different perspectives with *Smoky Night* (Bunting, 1994), a story about families of different ethnic backgrounds responding to riots in their neighborhood.

The students demonstrated most engagement with the theme of moral courage, perhaps consistent with gifted children’s heightened sense of morality. *The Royal Bee* (Park & Park, 2000; depicting historical discrimination based on social class in Korea) and *White Socks Only* (Coleman,

1999) and *Teammates* (Golenbock, 1990; both portraying historical discrimination based on race in the U.S.) generated animated discussions. Analyzing how biases and prejudices have continued over time proved challenging to students. Selecting books that illustrate social issues such as racial discrimination in both the past (e.g., *White Socks Only* [Coleman]) and present (e.g., *First Day in Grapes* [Pérez, 2002]; *Play Lady* [Hoffman, 1999]) may better enable students to understand that discrimination still exists and can be confronted with a range of positive coping strategies. Students recognized the impact individuals could have on the world, and some began to see how they too could effect change.

Outcomes

In total, the orientation activities and literature unit spanned 23 days, taking 30–40 minutes each day. After completion of the unit, Katie readministered the informal survey, as well as a final writing prompt. Of a maximum possible score of 104, the group pretest mean was 77.5 ($SD = 7.38$). The mean posttest score was 80.8 ($SD = 6.32$). The difference was not statistically significant. Mean gain for the 9 White children (including Portuguese) was 0.33 ($SD = 9.63$), lower than the mean gain of 5.64 ($SD = 7.74$) for the 11 CLD students. While the difference was not statistically significant, a potential exists that a multicultural literature curriculum offers particular support for diverse students. For the five items on moral courage and self-efficacy, the difference between summed pre (14.0, $SD = 2.85$) and post (16.85, $SD = 2.08$) scores was significant ($p < .01$), suggesting differential growth in this area.

The prompts for the final “quick write” (no editing or assistance) were “What I learned from the multicultural literature” and “What other things do I wonder about?” Katie’s holistic analysis led her to conclude that “Probably 1/3 were confusing and demonstrated little insight . . . the kids don’t get it yet. Another 1/3 show evidence of some understanding, but no real connections to themselves or how it relates to their own lives. BUT, the other 1/3 are wonderful! Such reflection and questioning from such young minds.”

A systematic content analysis of themes conducted separately by the second author and a graduate assistant (89% agreement rate) indicated that 15 (75%) of the children addressed discrimination (e.g., “What I learned from multicultural stories is that not everyone is treated [*sic*] fairly”), 10 (50%) addressed moral courage (e.g., “I learned to always have courage to do something and be brave when there’s something going on”), and 10 (50%) addressed coping strategies (e.g., “I learned to keep on trying like Wilma”). Each of the 20 responses (100%) addressed at least one of these themes; 12 included multiple themes in their writing. Seventeen (85%) of the children discussed these themes in a universal way (e.g., “I learned in *El Chino* [Say, 1990] that you never give up following your dreams”), deriving a generalized conclusion rather than making a statement specific to one of the books (e.g., “I learned that in [*T*]he *Royal Bee* [Park & Park, 2000] poor kids couldn’t go to school [*sic*]”). Almost half (9) of the students related the theme to their own life (e.g., “It made me a better person because then I’ll say to the person ‘Treat people the way you want to be treated’”). Some of the children’s wonderings reflected timeless questions:

- I still wonder why did the [W]hite people and the rich ones discriminate against the color people and the poor people?
- I wonder why Japines pepol [sic] had to go to camp.
- I wonder if [B]lack people will not be [W]hite people's friends because a long time ago [W]hite people did not treat them fair.
- I still wonder what other kinds of slavery is there, and what other books can I read with different kinds of slavery.
- I wonder about if pepol still be unfrilly [sic]. I wonder if I'm the olly jewis [sic] person in the school.
- How did duscriminashine hapin [sic] and slavery?
- I wonder if some schools don't allow kids in weel chars [sic] at their school.

Consistent with Katie's observations about children's difficulty with multiple viewpoints, their written responses did not reflect the theme of perspective taking. Nevertheless, videotapes of children's oral discussions of two books document that several children spontaneously asked perspective-taking questions of each other. Their questions asked for ideas about characters' viewpoints not described in the stories. For example, "How do you think (character's mother) felt about (character) going to school?" and "What would happen if White people were the slaves?" In sum, changes in children's survey responses, their inclusion of one or more target themes in their writing about the unit, and their oral discussions offer evidence of the unit's effectiveness in raising children's awareness about coping strategies, social issues (discrimination), and moral courage.

Multicultural literature, carefully selected to support identified themes

and children's backgrounds, provided a venue for students to express their thoughts and wonderings. Most had never heard of coping strategies, yet through literature could clearly perceive how characters empower themselves to solve problems. Students acquired a new outlook on discrimination and a better awareness of social injustices. Most important, the unit activities appeared to encourage their optimism about their ability to "make the world a better place" despite the fact that "doing the right thing isn't always easy." **GCT**

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Appendix A

Items for Informal Pre/Post Assessment of Multicultural Objectives

Pride in heritage and sense of self Appreciate similarities	<ul style="list-style-type: none"> • I know about my heritage and background. • I am proud of who I am. • Though some kids look different from me, we are basically alike. • I can name important people (heroes, artists, scientists) whose background is like mine.
Recognizes and appreciates differences Interest in others and others' views Can take/anticipate/understand others' perspectives Can accommodate multiple perspectives	<ul style="list-style-type: none"> • I would really like to know about other cultures. • There are many ways to view the same situation. • I only like kids who think like me. • People with different ideas make this country great. • I like people who look different from me.
Coping Good at asking for help Optimistic Makes good choices about friends Developing interests and passions	<ul style="list-style-type: none"> • I can deal with problems that come up. • There are many good ways to deal with the same problem. • I ask for help when I need it. • I choose friends who think school is important. • I have hobbies that make me feel good about myself. • I can't do much about things that happen to me. • If something doesn't work the first time, you should give up on it.
Understands social realities (e.g., distribution of resources; discrimination) Analyzes and evaluates rules and structures, assumptions, and biases	<ul style="list-style-type: none"> • Everyone is treated fairly in this country. • A country can make mistakes and still be a great country. • Some people hurt other people just because they are different from them. • Sometimes rules are unfair to groups of people. • Textbooks cover all important facts and viewpoints.
Has moral courage Wants to improve society Self-efficacy	<ul style="list-style-type: none"> • There are things I can do if I see people being unfair to others. • I can make the world a better place. • I can't really do anything to stop people from treating others unfairly. • Doing the right thing takes courage. • Doing the right thing is easy.

Appendix B Unit Activities

Theme I: Coping Strategies

Objectives: Through selected pieces of literature, students will gain an understanding of how characters, both fictional and real, used coping strategies to help them succeed despite the challenges they faced. Students will be able to identify specific strategies and see how they can be applied in their own lives. (Text selections reflected the diversity of the class.)

	Literature	Instructional Activities	Comments
Day 1	<i>The Boy on Fairfield Street</i> , Krull, K., Random House, 2004 German American Early life of Ted Geisel. Persistence, standing up for what is right, determination, and being oneself.	<ul style="list-style-type: none"> Brainstorm and chart student ideas of “How I Can Solve Problems: Coping Strategies.” Read story aloud. Discuss what coping strategies were used by main character. Add to chart as necessary. 	<p>Examples of student responses:</p> <ul style="list-style-type: none"> Fight back (hitting) Tell somebody—get help Talk it over Stand up for what is right (justice) Ignore Walk away Keep on trying (persistence) Hard work (determination) Keeping memories alive Hope
Days 2 & 3	<i>A Picture Book of Jackie Robinson</i> , Adler, D., Holiday House, 1997 African American Life of Robinson, the first Black baseball player to break the major league color barrier. Persistence, determination, being oneself, and courage.	<ul style="list-style-type: none"> Read story aloud in two parts, allowing time for reflection and determining importance of text. Identify coping strategies used by Jackie Robinson and members of his family. Have partner discussions. 	<p>Background information was important to understanding this book.</p>
Day 4	<i>Wilma Unlimited</i> , Krull, K., Harcourt Brace, 2000 African American Biography of Wilma Rudolph as she overcomes polio to win three gold medals in a single Olympics. Courage, determination, and persistence.	<ul style="list-style-type: none"> Expand chart to include “Dilemma and Coping Strategies” Students identify <i>two</i> major problems in the text and listed coping strategies they identified. Conduct whole class discussion (Socratic style). 	<p>Examples of student responses:</p> <ul style="list-style-type: none"> She kept trying to walk (determination) She never gave up (persistence) Always have hope
Day 5	<i>The Bracelet</i> , Uchida, Y., Paterstar, 1996 Japanese American A young girl’s best friend gives her a bracelet to remember her by in WWII relocation center. Courage, focus on the positive, determination, and persistence.	<ul style="list-style-type: none"> Continue chart above. No class discussion other than clarification as teacher reads. Reflective writing prompt regarding the character’s problem and coping strategies used. Ask students to determine the effectiveness of the identified strategies. 	<p>Examples of student responses:</p> <ul style="list-style-type: none"> Focus on positive (remembering good times) Being brave Hard work (determination) Keep trying (persistence)

Appendix B, continued

	Literature	Instructional Activities	Comments
Day 6	<p><i>El Chino</i>, Say, A., Houghton Mifflin, 1996</p> <p>Chinese American</p> <p>Biography of Bill Wong who became a famous bullfighter in Spain. Persistence, courage, and being oneself.</p>	<ul style="list-style-type: none"> • Continue chart above. • No class discussion other than clarification and wonderings as teacher reads. • Reflective writing prompt: "My Dilemma and Coping Strategies." • This was a culminating assessment. 	<p>Examples of student responses:</p> <ul style="list-style-type: none"> • Ignore people who said he couldn't do it • Stay true to your culture • Follow your heart • Keep on trying • Hope • Believe in yourself

Theme II: Multiple Perspectives

Objectives: Through selected pieces of literature, students will gain an understanding of how characters may participate in the same activity, but view the event differently. Students are asked to determine who is telling the story and to evaluate the strength of each perspective. Students will see that understanding other points of view allows for greater understanding of a situation in their own lives. (Text selections reflected the diversity of the class.)

	Literature	Instructional Activities	Comments
Day 1	<p><i>Going Home</i>, Bunting, E., Harper Trophy, 1998</p> <p>Mexican American</p> <p>Family works as migrant laborers for better opportunities for their children. Perspectives: children, parents, and grandparents.</p>	<ul style="list-style-type: none"> • Brainstorm and chart "Multiple Perspectives." Students define multiple perspectives and prepare to add to the chart for each of the following books. • Ask students to describe the setting, dilemma, and two major characters. 	Students chose viewpoints of Carlos and his mother.
Days 2 & 3	<p><i>Smoky Nights</i>, Bunting, E., Harcourt Brace, 1994</p> <p>Multiethnic</p> <p>Rioting on a street brings together neighbors of different cultures and races. Perspectives: various neighbors</p>	<ul style="list-style-type: none"> • Add to chart. • Conduct whole class discussion (Socratic style). 	Students chose viewpoints of Daniel and Mrs. King.
Days 4 & 5	<p><i>Abuela's Weave</i>, Castaneda, O., Lee & Low, 1995</p> <p>Guatemalan</p> <p>A young girl and her grandmother grow closer as they weave special blankets to raise money. Perspectives: girl and grandmother</p>	<ul style="list-style-type: none"> • Add to chart. • Have partner discussion and then share with the whole group. • Wrap-up discussion on why we value multiple perspectives. 	Students chose viewpoints of Abuela and Esperanza.

Appendix B, continued

Theme III: Moral Courage and Social Issues/Change

Objectives: Through selected pieces of literature, students will gain an understanding of how characters, both fictional and real, help us to understand social issues of different time periods. Students will discuss how the issues have changed over time. Students will also discover how characters demonstrate moral courage and, by doing so, overcome hardships. Lastly, students will examine how they have demonstrated moral courage and under what circumstances. (Text selections reflected the diversity of the class.)

	Literature	Instructional Activities	Comments
Day 1		<ul style="list-style-type: none"> Create a chart on which children will define moral courage. Students break down the words to form a definition. For example, “<i>Courage</i> means being brave.” “<i>Moral</i> means right and wrong.” Create a second chart on which children will define social issues. For this chart students break apart the words. “<i>Issues</i> mean problems or troubles.” “<i>Social</i> is like the social studies book in our desks. You know, about communities.” “It could be about today or a long time ago.” 	<p>Examples of student definitions:</p> <ul style="list-style-type: none"> Moral courage is being brave when doing the right thing. Keep on trying to do right thing when people say you can’t do it or have it. Telling the truth when you know you’ll get in trouble. <p>Social Issues: Troubles or problems around the world or community.</p> <ul style="list-style-type: none"> Destruction of trees Landfills Endangered species Water pollution, litter Slavery Right to sit/sleep/eat wherever you want
Day 2	<p><i>The Yellow Star: Legend of King Christian X of Denmark</i>, Deedy, C. A., Peachtree, 2000</p> <p>Jewish Danish</p> <p>Nazi invasion causes King Christian to think of ways to save Danish Jews. Leadership, courage, discrimination, compassion, and loyalty.</p>	<ul style="list-style-type: none"> Create a new chart “Moral Courage and Social Change” with four columns—setting, dilemma, behavior, change. Hold class discussion on the courage the King, Jews, and non-Jews showed. 	<p>Examples of student responses:</p> <ul style="list-style-type: none"> Jewish people were being treated unjustly. People were petrified. Danes came together by all wearing a yellow star. Prevented the Nazis from identifying and taking the Jews.
Day 3	<p><i>Secret Signs: Along the Underground Railroad</i>, Riggio, A., Boyds Mills Press, 1997</p> <p>African American</p> <p>Young girl sells decorated eggs giving clues to the Underground Railroad. Slavery, courage, and loyalty.</p>	<ul style="list-style-type: none"> Discuss issues of slavery and moral courage. Have partner discussions. 	

Appendix B, continued

Literature	Instructional Activities	Comments
<p>Day 4</p> <p><i>White Socks Only</i>, Coleman, E., Albert Whitman, 1999</p> <p>African American</p> <p>Girl drinks from a “Whites Only” fountain and is confronted by an angry White man. Prejudice, racism, and courage.</p>	<ul style="list-style-type: none"> • Add to chart. • Discuss civil rights, bias, and prejudice. 	<p>Examples of student responses:</p> <ul style="list-style-type: none"> • Little girl drank from the Whites only drinking fountain • When she drank, all other Blacks drank from the fountain . . . then the sign was removed.
<p>Days 5, 6, & 7</p> <p><i>Sybil Ludington’s Midnight Ride</i>, Amstel, M., Lerner, 2000</p> <p>American</p> <p>Girl risks her life when she rides to gather soldiers to push back the British. Courage and survival.</p>	<p>Read easy chapter book over several days with discussion in between.</p> <p>Include moral courage, social events, and historical accuracy in the discussion.</p>	<p>Examples of student responses:</p> <ul style="list-style-type: none"> • She had courage and determination. • Because of her bravery, she changed history by warning that the British were coming.
<p>Day 8</p> <p><i>If I Only Had Horn: Young Louis Armstrong</i>, Orgill, R., Houghton Mifflin, 1997</p> <p>African American</p> <p>Biography of young Louis, who dreams of becoming a horn player. Poverty and discrimination.</p>	<p>Include moral courage, social events, and historical accuracy in the discussion</p>	<p>Examples of student responses:</p> <p>Even though they were poor, Louis still had a dream.</p>
<p>Day 9</p> <p><i>Teammates</i>, Golenbock, P., Gulliver Books, 1990</p> <p>African American</p> <p>A look at racial prejudice experienced by Jackie Robinson and his support from White teammate Pee Wee Reese. Prejudice, racism, courage, survival, equity, justice, honesty, and compassion.</p>	<p>Have Socratic style discussion on moral and ethical issues, race, and prejudice.</p>	<p>Examples of student responses:</p> <ul style="list-style-type: none"> • Jackie Robinson was brave to go out onto the field. • Pee Wee Reese was a good friend and stood up for Jackie Robinson.
<p>Day 10</p> <p><i>The Royal Bee</i>, Park, F. & Park, G., Boyds Mills Press, 2000</p> <p>Korean</p> <p>Only wealthy children can attend school, but poor Songho huddles outside the school doors to hear Master Min’s Lessons. Honesty, compassion, discrimination, poverty, self-esteem and respect.</p>	<ul style="list-style-type: none"> • Have Socratic style discussion on moral and ethical issues. • Do follow-up reflective writing: Was it right what Master Min did? Why do you think he did it? How will his actions determine the future? 	<p>Examples of student responses:</p> <ul style="list-style-type: none"> • Master Min broke the rules to train Song Ho. • Maybe other poor children will be able to go to school, not just the wealthy.
<p>Day 11</p>	<ul style="list-style-type: none"> • Give final writing prompt. • Administer post survey. 	